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ABSTRACT

The PDQ Project, Planning and Development of Quality Services in the Schools, was an effort by the American Speech-Language-Hearing Association to provide public school personnel working with communication-disordered children with information and training related to better management. The report summarizes program objectives and outcomes including the following: training of 48 state speech, language and hearing consultants at a workshop in Cincinnati, Ohio followed by the holding of 48 state workshops; identification and training of 12 project trainers and 2 alternates; complimentary provision of the PDQ resource materials to all state special education directors; development of a Trainer's Manual introducing four management techniques; development of a Workshop Participant's Manual; provision of teleconference follow-up; and dissemination of products to university programs. Additional sections of the report provide information on workshop registration; workshop evaluation; dissemination activities; and successful phases, strategies, and products. Appendices provide more details on identification and selection of trainers, marketing the workshops, the workshop schedule and assignment of trainers, evaluation, and dissemination. (DB)

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# PDQ: Planning and Development of Quality Services in the Schools

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B. Marketing the Workshops

C. Workshop Schedule, Assignment of Trainers

D. Evaluation

E. Dissemination

## INTRODUCTION

PDQ: Planning and Development of Quality Services in the Schools (PDQ) was an attempt by the American Speech-Language-Hearing Association to respond to the expressed needs of persons in public school settings for information and training related to better management. The project sought to bring such knowledge to professionals working in special education with children who had communication disorders -- specifically, speech-language pathologists, audiologists, special education program managers (coordinators, supervisors, directors), school administrators, and state special education directors and consultants.

The project grew out of identified needs. On an informal level, ASHA leadership had heard at various meetings, in committees and in dialogue with members of the Association, that there was a distinct lack of use of information on management techniques. On a formal level, PDQ was in response to two detailed studies. The first of these was a 1982 Membership Survey, in which it was learned that only 33% of those responding reported receiving any managerial training as part of their college or university coursework.

The second study was part of a major effort by the Association entitled "Perspective on the Future," which was funded in part by Special Education Programs. Among the findings of this "self study" of the Association were

these: (1) practitioners with undergraduate degrees rated management skills among the least of those which they possessed; (2) less than 30% of graduate level practitioners rated themselves as competent in program management skills.

## GOAL

The primary goal of this project was to improve the quality of services to communicatively handicapped children in the schools by providing speech-language pathologists and audiologists; language, speech and hearing supervisors and state consultants; and special education agency (SEA) and local education agency (LEA) directors of special education with improved management skills to plan and evaluate comprehensive quality speech, language and hearing programs and services.

With these skills, direct service providers, supervisors, consultants and administrators could better identify strategies to service children most in need of service, plan effective and efficient programs, collect data to facilitate decision making, and develop quality control procedures. State and local directors of special education would have an opportunity to learn the components included in a comprehensive language, speech and hearing program, as well as procedures for planning quality programs and collecting data to make decisions regarding services and programs for communicatively handicapped children.

## PROGRAM OBJECTIVES

The specific objectives of this project are outlined below:

Objective: Approximately 25 state speech, language and hearing consultants will have received training to: a) improve skills in planning, implementing, and evaluating programs and services to communicatively handicapped children, b) implement quality control procedures related to serving handicapped children and c) determine caseload size to facilitate provision of quality and appropriate education.

Outcome: Forty-eight state speech, language and hearing consultants received training at a workshop in Cincinnati, Ohio on November 8, 1983. Forty-eight state workshops were held with the help of these state consultants.

Objective: Twelve project trainers will have received inservice education in the use of workshop material with the identified target groups: speech-language pathologists and audiologists in school settings; LEA supervisors of speech, language, and hearing programs; LEA special education directors; and state directors of special education. As a result of this inservice education, the trainers will be competent to provide among them fifty statewide workshops.

Outcome: Twelve project trainers and two alternate project trainers were identified as a result of a nationwide search. These individuals were then given preparation in the use of workshop materials and the effective conduct of workshops at a Trainer's Workshop held at ASHA on August 7 and 8, 1984.

Procedures and forms used in the identification and selection of Trainers is contained in Appendix A, as is the Agenda for the two-day Trainer's Workshop. On average, each trainer conducted approximately four workshops. One alternate conducted one workshop and the other alternate conducted two workshops.

Objective: Approximately 4,000 professionals serving communicatively disordered children and young adults in the schools will have received direct training with the tools necessary to a) improve the quality of programs and services, b) collect data for planning, implementing and evaluating service, and c) advocate for improved services to communicatively handicapped children.

Outcome: As was noted in the site visit on this project which occurred in November 1984, there were two factors which resulted in a change in the numbers of persons expected to attend the PDQ workshops. The first of these had to do with the fact that release time and funds for inservice activities was at a scarcity in a number of school settings, and this affected the ability of persons to attend out-of-town workshops even within their own state; in some instances, travel out-of-state was simply not permitted. The second factor had to do with consideration given by Project Staff as to who the appropriate audience ought to be. Much of the marketing was redirected to target those persons who were in decision-making roles. While their numbers were less than those of direct service providers, their potential for implementing the use of management systems was viewed as being far greater. Additionally, it was recognized that by targeting workshops to such leadership, the project stood to increase the likelihood of further knowledge transfer as a result of these individuals providing their own inservice upon return to their school systems.

Data on the total attendance and analysis of attendees by area of responsibility is contained in the section of this Report entitled "Workshop Registration".

Information on Marketing the Workshops is contained in Appendix B.

Objective: Fifty state special education directors will receive a) information on the components of a comprehensive quality program for hearing, speech and language; and b) procedures for collecting and interpreting program and student data necessary to establish state policies that would facilitate providing quality programs and services.

Outcome: Complimentary copies of the PDQ resource materials and workshop manuals were provided to all state special education directors, as was information on the workshops being held in their respective states. In four instances, the state special education directors actually attended the workshops themselves. In addition, as indicated above, state speech and hearing consultants were invited to the workshop in their state. All state consultants were invited to attend a one-day presentation of the workshop on November 16, 1983 in Cincinnati, Ohio. Forty-eight attended. The intent of the presentation was to describe the project. The presentation included discussion of proposed project activities, ways in which materials could be used to plan and develop quality services, procedures for conducting state workshops, and coordination of activities at the state level with special education directors and others.

Also discussed: the best way that the project could be implemented in each state, and the components of the project each believed should be emphasized to best meet the state's needs. A State Survey Form was also given to each state consultant.

Objective: A workshop Trainer's Manual on providing quality services and programs to communicatively handicapped pupils in the schools will have been developed for use by trainers in the prototype state consultants' workshop, practitioners' and supervisors' workshops, and the administrators' workshops.

Outcome: An extensive Trainer's Manual was developed by Project Staff. It was reviewed extensively by the Project's Internal Advisory Group and piloted before a simulation workshop prior to being used in the Trainers' Workshop and subsequent state workshops.

As the principal product of the PDQ Project, the PDQ manual was employed in an effort by the Association to respond to the need for management training by special education and speech and hearing personnel in the schools. The manual sought to educate direct service providers, administrators, and supervisors in how to respond effectively to the needs for service availability, accountability, and quality. Upon completion of the workshop, participants were expected to demonstrate evidence of the following program management skills:

1. ability to identify, serve, and evaluate the needs and progress of all handicapped children (availability)

2. ability to demonstrate efficient program management (accountability)
3. ability to show evidence of effective service provision to boards of education, parents, state and federal agencies, and the public (quality).

The four systems introduced in the PDQ manual are each management techniques which together meet the above objectives. The four complement one another.

PDME (Program Planning and Development) is a foundation system that emphasizes organizational strategy by incorporating management elements such as developing, managing and evaluating.

CSRS (Child Services Review System) is a quality assurance system. Its auditing component can examine weaknesses in the management system and recommend changes in the system that would strengthen the speech-language-hearing program.

Caseload accountability is the focus of Caseload Issues in Schools. This unit considers issues of primary concern to practitioners and administrators employed in school settings, such as: entry/exit criteria, assessment, caseload trends, service models, mandated caseload sizes, impact of caseloads on program funding, and gaining the administration's support. Any of these issues could be the subject of an audit and the information presented in Caseload Issues in Schools may be helpful to develop solutions to discrepancies discovered in the audit.

The CASE information system provides the means to manage data that the program management system (PDME) relies on. The availability and the efficient recording and retrieval of information is essential for overall program strength.

Objective: A Workshop Participant's Manual, which synthesizes systems designed to provide quality services to communicatively handicapped children, will be developed for use at the state consultants' workshop, practitioners' and supervisors' workshops, and the administrators' workshop.

Outcome: The Participant's Manual, which parallels information in the Trainer's Manual but with additional teaching aides for conducting the workshop, was also completed and used throughout the fifty statewide workshops.

Objective: An estimated 100 technical assistance teleconferences will be conducted with participants of state workshops to assure the implementation of quality programs and services in these schools and provide project information to an additional 3,000 persons.

Outcome: Each workshop participant received information concerning the availability of the teleconference at the workshop and in a Conference Call Follow-up letter. Information concerning the availability of conference calls and the procedure for conducting a conference call was included in the appendix of the Participant's Manual. While some sites initially indicated an interest in such a follow-up, none occurred during the time of the project. Should interest be expressed in the future in conducting such a teleconference, the Association would put the requestor in touch with one of the Trainers in order to effect such an outcome.

Objective: The quality of services provided to communicatively handicapped children in the schools will have been substantially improved.

Outcome: While it may not be possible to demonstrate within the scope of this project the degree to which the quality of services to communicatively handicapped students will be improved, we can look at the Participants Evaluations and find that in every workshop the participants' ratings of their management skills increased after the workshop. Equally important, the Project reached a large number of persons who were in a decision-making role, where it can be reasonably expected that the information obtained as a result of the Project will be incorporated in the school's program.

Objective: The workshop products: Trainer's Manual, Participant Manual and Reference Packet of transparency masters will be disseminated to university programs for the education of future professionals in speech-language pathology and audiology.

Outcome: This represents an additional objective made possible because of expenditure economies that resulted in funds that could be directed towards a broadened audience. It was recognized that an even greater and long term effect on the services provided could be achieved if the materials developed were modified such that they could be used in the 235 graduate university programs in communication sciences and disorders.

Materials developed for use at the university level include: a scripted Instructional Guide, Reference Materials, and the student's PDQ Manual. The contents of the PDQ course are contained in the Instructional Guide. The script leads students through activities which are designed to develop a basic knowledge of management processes and problem solving techniques. The major focus of the course is a case study which examines the problems of a speech-language and hearing program in a school district. Activities are drawn from programs and systems available for communicatively disordered students in school settings.

The university manual uses the same four systems contained within the original manual for workshop participants, with the addition of exercises which can be assigned by the faculty member. The manual is by design capable of being modified by the instructor or clinical supervisor according to the framework and objectives of the course.

Reference Materials comprise a packet that contains "masters" for the production transparencies, a simulated case study and forms for use in assigning student activities.

In this version, the PDQ Manual becomes a resource book for students. The Manual describes the four systems listed above. A case study is included to promote the application of the manual contents. The Manual also provides information for the student to use in the problem solving exercises presented at the end of the sections describing the four systems. The manual is meant as a supplemental course reading to reinforce the skills to which the students are introduced during the class presentation.

## WORKSHOP REGISTRATION

Fifty-one statewide workshops were held. In order to maximize the opportunity for the greatest number of persons to attend, two workshops each were held in the states of California and New York, corresponding to their Upstate and Downstate population clusters. The complete Workshop Schedule, and the assignment of Trainers to Workshop sites, are contained in Appendix C.

There proved to be a clear correlation between the degree of involvement of state personnel in the Project and the enthusiasm generated. Where the State Speech and Hearing Consultant (or the President of the state speech and hearing association) was actively supportive, the numbers of registrants was highest. There was not a clear correlation between the number of registrants and the potential registrant "pool". This is most evidenced in the case of Arkansas, which despite its relatively small number of speech-language pathologists and audiologists compared to larger states, drew an attendance of 90 participants.

It was noted earlier that persons working within school settings often find it difficult to obtain release time and funding to attend inservice workshops, especially when these require some considerable travel. One way in which the Project addressed this problem was by linking a number of the workshops with state speech and hearing association annual meetings, which many practitioners traditionally attend.

The overall breakout of attendees by type of job responsibility follows:

| | |
|---|---|
| Speech-Language Pathologist | 1098 |
| Audiologist | 20 |
| Supervisor (Sp/Lang/Hrng) | 106 |
| Supervisor (Spec. Ed.) | 41 |
| State Consultant | 51 |
| Director, Sp. Ed. (LEA) | 24 |
| Director, Sp. Ed. (SEA) | 4 |
| Other/No Information | 73 |

## EVALUATION

There were three levels of evaluation: (1) The immediate evaluations were the Participant Evaluation and the Trainer and Facilitator Evaluations. These evaluations were given at the end of the workshop. Participants were asked to rate their skill development as a manager, effectiveness of the trainer, and the workshop facilities. Trainers and Facilitators were asked to rate the Workshop arrangements, the hotel and the organization of the workshop. (2) Within five days, PDQ Project staff called the Trainer for an evaluation of the workshop. At this time the staff and the Trainer discussed ways to improve workshop coordination and content. (3) One month after the workshop the Participants were sent the Manual Evaluation. This evaluation asked the participants to rate the format and organization, the scope of content, clarity of information of the manual and the appropriateness of the manual in relation to several criteria.

The overall evaluations were very positive, as will be noted by the example state summary included in Appendix D.

Pre and post test results indicated that significant learning had occurred as a result of the Workshops, with a better than 25 percent improvement rated on average for each of the participants. Test and Evaluation results are included in Appendix D.

A summary of three key questions asked on the evaluations gives further indication of the success of the Workshops and the Workshop Manual itself:

Item: "The trainer appeared to be knowledgeable in the subject area."

| | | | |
|---|---|---|---|
| Response: | Yes | 1064 | 98% |
| | No | 18 | .016% |

Item: "The PDQ Workshop will help me in my work in a school setting."

| | | | |
|---|---|---|---|
| Response: | Yes | 912 | 87% |
| | No | 126 | 12% |
| | Maybe | 10 | 1% |

Item: "Appropriateness of the Manual: value independent of the workshop." As noted above, registrants were asked to complete this evaluation one month after the Workshop -- after they had a chance to see how they could incorporate its content into their activities.

No. of Responses: 219

| Poor | Average | Good |
|---|---|---|
| 22 (10%) | 79 (36%) | 118 (54%) |

A copy of the evaluation forms used is contained in Appendix D.

Anecdotal data included in the Evaluation Form was equally supportive of the value of the Workshop and Manual. Some examples:

From California: "A very practical workshop, useful, meaningful." "Excellent workshop — I will begin to use the information and materials immediately." "Food for thought. I need to study the manual -- opened up a way to solve some job frustration." "Excellent visual aids."

From Michigan: "Well prepared." "Demonstrated extensive and detailed knowledge of her subject. Well organized; good support." Commenting on the best features of the Workshop: "The whole approach and program is good." "Receiving well organized handouts and manual to continue study of processes at a later date."

From Massachusetts: Asked, What did you like best about the PDQ Manual: "All the information is well organized and easy to reference." "Material was clearly written and understandable to people not working directly in the field (administration)."

## DISSEMINATION

Dissemination of PDQ Project followed several paths:

1) Information in Asha Journal; copies of articles and advertisements are contained in Appendix E;

2) Information on the Project was shared with other national organizations in special education, among them the Council for Exceptional Children and the National Association of State Directors of Special Education;

3) Information on the management systems used in PDQ was included in a test published by Gallaudet Press on the Hearing Impaired Developmentally Disabled;

4) Presentations on the Project were made before the Committee on Language, Speech and Hearing in the Schools; and before the Public School Caucus, both at ASHA Conventions;

5) A copy of the Manual was provided to each of the State Education Departments;

6) A copy of the Manual, revised for use by university faculty, was provided to each of the 235 graduate university programs in speech and hearing;

7) Information on the Project was included on SpecialNet and in a compendium of SEP Personnel Preparation Projects.

SUCCESSFUL PHASES, STRATEGIES, PRODUCTS

1) PDQ marked the first time that a new registration package, developed by ASHA was used in workshop registration. It proved most effective in managing the vast amount of information.

2) The Workshop Manuals proved to be very well received, and it can be safely anticipated that they will be incorporated into a number of graduate education programs so that future practitioners will have obtained these management skills prior to graduation.

3) The Project involved state-level personnel in the selection of workshop sites. This resulted in finding sites that well accommodated the needs of the Project.

4) The use of "trained" trainers also proved effective. Not only did this concept result in a cost savings in terms of staff, but also has resulted in a pool of individuals who have agreed to serve in a continuing capacity for any school system that wishes to conduct a PDQ workshop.

## Appendices

A. Identification and Selection of Trainers

B. Marketing the Workshops

C. Workshop Schedule, Assignment of Trainers

D. Evaluation

E. Dissemination

# APPENDIX A

## Identification and Selection of Trainers

# Registration Form

ASHA Membership No. _____
Name: _____
Mailing Address _____
City _____
State _____ Zip _____
Telephone: (W) _____
(H) _____

**TITLE:**
___ Audiologist
___ Speech-language pathologist
___ Supervisor (Sp/Lang or Hrng)
___ Supervisor (Spec. Ed.)
___ Director Special Ed. (LEA)
___ Director Special Ed. (SEA)
___ Other: _____

**WORKSHOP CHOICE:** Date _____
City _____ State _____

**FEES:**
Registration $30 ..... $ ___
Continuing Education Units (.7) $6 ..... $ ___
Special Resource Manual
Prices (this workshop only):
PDME: $3.75 ..... $ ___
CSRS: $4.00 ..... $ ___

**TOTAL** ..... $ ___

All registration forms **MUST** be accompanied by payment.

Make check or money order payable to ASHA-PDQ and send it with this form to:
ASHA-PDQ
10801 Rockville Pike
Rockville, Md. 20852



## What is the PDQ Project?

It developed workshops which review problem-solving processes for school settings and coordinated the presentation of these workshops throughout the United States (see the schedule inside).

The purpose of the PDQ Workshops is to provide professionals working in schools with a problem-solving system which will assist in the development or improvement of quality services to communicatively impaired students.

The workshop format includes use of group processing techniques and experiences to acquaint participants with a general problem-solving process.

The PDQ Workshop content focuses on the best of several problem-solving systems developed for use in schools. These systems include:

PDME: Program Planning, Development, Management, and Evaluation

CSRS: Child Services Review System

CASE: Comprehensive Assessment and Services Evaluation

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## Who should attend?

Professionals who might benefit from the content offered in PDQ Workshops include: Speech-Language pathologists, Audiologists, Special Educators (Coordinators, Supervisors, and Directors), School Administrators, State Special Education Directors, and Consultants.

## Who are the Trainers?

Speech, language, and hearing professionals who are experienced with school issues and trained extensively in the use of problem-solving techniques.

## Comments from Fall Participants:

Total relevance to schools.
Excellent materials, well-prepared.
Useful information for training university students in program development, management, & evaluation.
Provided the means to prioritize needs and implement goals.
Provided workable methods to assist schools, staff, & administrators in determining effectiveness of their special education programs.
Systematic, data-based procedure.

# PDQ Workshop Schedule

**ARIZONA Phoenix**
Ramada Airport Resort
3801 East Van Buren
(602) 275-7878
(800) 228-2828
February 8, 1985

**ARKANSAS Little Rock**
Excelsior Hotel
Three Statehouse Plaza
(501) 375-5000
March 29, 1985

**COLORADO Denver**
Denver Marriott Hotel-Southeast
I-25 at Hamden Avenue
(303) 758-7000
February 8, 1985

**DELAWARE, MARYLAND Baltimore**
The Baltimore Hilton Inn
1726 Reistertown Rd.
(301) 653-1100
March 1, 1985

**FLORIDA Orlando**
Holiday Inn-International
6515 International Dr.
(305) 351-3500
March 15, 1985

**GEORGIA Atlanta**
Atlanta Marriott Hotel at Interstate North
200 Interstate North Parkway
(404) 952-7900
February 8, 1985

**HAWAII Honolulu**
Sheraton Waikiki Hotel
2255 Kalakaua Avenue
(808) 922-4422
March 29, 1985

**IOWA Cedar Rapids**
Stouffer's Five Seasons Hotel
350 First Avenue, N.E.
(319) 363-8161
February 8, 1985

**KANSAS Topeka**
Ramada Inn & Tower
420 East Sixth Street
(913) 233-8981
February 8, 1985

**LOUISIANA Baton Rouge**
Sheraton Baton Rouge Hotel
I-10 at College Drive
(504) 925-2244
April 19, 1985

**MARYLAND, DELAWARE Baltimore**
March 1, 1985
(see Delaware)

**MASSACHUSETTS, RHODE ISLAND Boston**
Sheraton Lexington Inn
Marrett Road At Rt. 128
(617) 862-8700
March 29, 1985

**MICHIGAN Traverse City**
Grand Traverse Resort
6300 U.S. 31 North-Acme
(616) 938-2100
March 15, 1985

**MINNESOTA St. Paul**
Holiday Inn St. Paul-North
2540 N. Cleveland Ave.
(612) 636-4567
March 22, 1985

**MISSISSIPPI Jackson**
Holiday Inn-North
U.S. 55 N. Frontage Rd.
(601) 366-9411
April 20, 1985

**MONTANA Helena**
Best Western Colonial Inn
2301 Colonial Drive
(406) 443-2100
March 9, 1985

**NEBRASKA Grand Island**
Holiday Inn I-80
Hwys 281 and I-80
(308) 384-7770
March 9, 1985

**NEVADA Reno**
Reno Hilton
255 North Sierra
(702) 322-1111
February 15, 1985

**NEW JERSEY New Brunswick**
Hyatt Regency
Two Albany Street
(201) 873-1234
March 29, 1985

**NEW YORK Syracuse**
Syracuse Marriott Inn
6302 Carrier Parkway
(315) 432-0200
March 16, 1985

**OKLAHOMA Oklahoma City**
Hilton Inn-Northwest
2945 N.W. Expressway
(405) 848-4811
(800) 482-2705
February 15, 1985

**OREGON Portland**
Greenwood Inn
10700 S.W. Allen Blvd.
(503) 643-7444
March 1, 1985

**RHODE ISLAND, MASSACHUSETTS Boston**
March 29, 1985
(see Massachusetts)

**SOUTH CAROLINA Columbia**
The Town House
1615 Gervais Street
(803) 771-8711
March 1, 1985

**TEXAS San Antonio**
La Mansion del Rio
112 College Street
(512) 225-2581
February 15, 1985

**UTAH Salt Lake City**
Salt Lake Sheraton Hotel & Towers
255 South West Temple
(801) 328-2000
March 22, 1985

**WASHINGTON Spokane**
Cavanaugh's River Inn
North 700 Division St.
(509) 326-5577
April 12, 1985

**WEST VIRGINIA Charleston**
Ramada Inn S. Charleston
Second Ave. & B Street
(304) 744-4641
April 19, 1985

**WISCONSIN Madison**
Sheraton Inn & Conference Center
706 John Nolen Drive
(608) 251-2300
March 8, 1985

**WYOMING Casper**
Casper Hilton Inn
I-25 and Rancho Road
(307) 266-6000
April 12, 1985

**Information presented here is up-dated from earlier mailings and is considered current regarding dates and location of all PDQ Workshops.**



## AGENDA

| | |
|---|---|
| 8:00 | Registration |
| 9:00 | Welcome |
| 9:10 | Introduction |
| 10:00 | Group Processes |
| 10:30 | Break |
| 10:45 | Problem Determination |
| 11:35 | Need Development |
| 12:00 | Lunch |
| 1:00 | Solution Identification |
| 1:35 | Goals/Objectives |
| 2:05 | Plan Implementation/ Evaluation |
| 2:30 | Break |
| 2:45 | System Applications |
| 3:45 | Summary |
| 4:15 | Closing Activities |
| 5:00 | End of Workshop |

Written cancellations postmarked no later than 2 weeks before the workshop will be honored. Your registration + CEU payment, less $10 administrative fee will be returned.

For more information, contact Sandra Wright, PDQ Project Director, ASHA, 10801 Rockville Pike, Rockville, MD, 20852 or call (301) 897-5700.

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**PDQ: PLANNING AND DEVELOPMENT OF QUALITY SERVICES IN SCHOOLS**

**TENTATIVE TRAINER JOB DESCRIPTION**

The Trainer will have appropriate job-related experience to understand the issues, have a significant workshop/training background to effectively maintain a leadership/facilitator role, and will be expected to communicate the workshop materials in a well-organized and relevant format.

**Pre-Workshop Activities**

- The Trainer will be expected to participate in a three-day Trainers Workshop in August 1984 at the ASHA National Office.
- The Trainer must prepare specific workshop presentations based on information given at the Trainers Workshop in August. The Trainer must develop familiarity with the management programs, have the ability to organize and coordinate the information into a concise appealing format, and be able to maintain enough flexibility in the presentation to be responsive to the needs of different audiences.
- The Trainer must be prepared to conduct three to five scheduled workshops in different states during the 1984-85 school year.
- The Trainer must review and become knowledgeable of pre-test performance of workshop participants prior to each scheduled workshop.
- Other duties as needed or assigned.

**Workshop Responsibilities**

- The Trainer will be expected to arrive at the workshop site by 4:00 p.m. the preceding day to check the room arrangements, microphone, lunch plans, workshop materials, and other related meeting logistics.
- The Trainer will be responsible for the conduct, management and coordination of workshop activities including distribution of workshop materials and CEU forms, collecting fees, checking attendance, instructing the one-day training session, administering a post-test and a workshop evaluation, and distributing teleconference applications so that persons interested in follow up activities may apply.
- At the end of the workshop the Trainer will close down the site and check out of the facility.
- Other duties as needed or assigned.

**PDQ PROJECT**
**Trainer Application Form**

**Part I: Contact Information**

Name: _____ Date: _____
Address: _____ Job Title: _____
Telephone: _____
_____
City State Zip

**Part II: Speaking/Training Experience**
Please describe your experience as a speaker/trainer:

| Topic | Location | For Whom | Audience Size/Type | Length | Format | Where You Were Trained |
|---|---|---|---|---|---|---|
| Example: Lang. vs. Culture | Manhattan, Kansas | Kansas State U. | 250 Sp/Lang Pathologists | 3 hrs. | Lecture & Small Group | 3 days-ASHA |
| | | | | | | |
| | | | | | | |
| | | | | | | |

**Part III: Professional Affiliations**
Please list your professional affiliations, certificates, licenses, etc.:

| Name | Grantor | Year Granted |
|---|---|---|
| Example: Permanent Certificate-Supervision | Texas Education Association | 1983 |
| | | |
| | | |
| | | |

**Part IV: Program Knowledge**
Please describe your experience with the following programs:

| Program | Know of it | Untrained User | Trained User | Trainer |
|---|---|---|---|---|
| Planning, Development, Management and Evaluation (PDME) | | | | |
| Child Services Review System (CSRS) | | | | |
| Comprehensive Assessment and Service Evaluation (CASE) | | | | |
| Caseload Accountability Seminars | | | | |
| Other | | | | |

Part V: **Role in a School Setting**
Please describe any role(s) and responsibilities in school setting(s), as well as the length of that experience:

| Job Title | Responsibilities | Length of Experience |
|---|---|---|
| | | |
| | | |
| | | |

Part VI: **Release Time**
Please describe the level of difficulty you might anticipate in receiving release time to do one or several one-day workshops during the 1984-1985 school year:

| Number of Workshops | No Problem 1 | 2 | 3 | 4 | Large Problem 5 | Comment |
|---|---|---|---|---|---|---|
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |

Part VII: **Travel**
What difficulties do you anticipate if you were asked to travel outside your state to do workshops?

| |
|---|
| |
| |

Part VIII: **References**
Please list the names of two references who have participated in workshops given by you:

| Name | Position | Address/Phone | Workshop Attended |
|---|---|---|---|
| | | | |
| | | | |

Part IX: **Personal**
Why do you feel you would be a good trainer for the PDQ Project?

| |
|---|
| |
| |
| |

Part X: **Contact**
How may we reach you during work hours for further information?
Telephone: (_____)_____ During what hours:_____

**If additional space is required for answering the questions, attach a separate sheet. Please enclose your resume with the application; applications without resumes will not be considered. If you have any questions about completion of the application or about the Project, please contact Sandra Wright, Project Director, PDQ, ASHA, 10801 Rockville Pike, Rockville, Maryland 20852.**
**Thank you!**

Date_____
Telephone_____

WORKSHOP REFERENCE

Workshop Reference_____Trainer Applicant_____

1. Have you attended a workshop given by X? Yes No

2. How would you describe X's performance as a Trainer?

3. As a Trainer, was X: Organized? Yes No

Well-prepared? Yes No

Knowledgeable? Yes No

Comfortable in front of an audience? Yes No

4. What was X's strength as a Trainer?

5. What was X's weakness as a Trainer?

6. Would you invite X back? Yes No

7. Other comments:

SCREENING FORM

NAME_____
DATE_____
SCREENER_____
TOTAL SCORE (70)_____

1. Application present.....(5)_____
2. Resume present.....(5)_____
3. Date received.....(5)_____
   By April 10 = 5 points
   11 = 4
   12 = 3
   13 = 2
   16 = 1
   17+ = 0
4. Part II - Speaking/Training Experience.....(8)_____
   a. 3 examples or above = 1
   b. 100 audience or above = 1
   c. Length of half day = 1, full day = 2, 1+ days = 3
   d. Format: Small group = 1; Lecture = 1
   e. Training = 1
5. Part III - Professional Affiliations.....(3)_____
   a. CCC = 1
   b. State Certification = 1
   c. Other = 1
6. Program Knowledge.....(8)_____
   Trainer = 2
   Trained User = 1.5
   Untrained User = 1
   Know of It = 0
7. Role in a School Setting.....(12)_____
   a. School Experience = 5
   b. Current or one year ago = 5
      2-5 years ago = 3
      6 or more years ago = 1
8. Release Time.....(8)_____
   Each 1 = 2
   2 = 1.5
   3 = 1
   4 = .5
   5 = 0
9. Travel.....(2)_____
   No Difficulty = 2
   Some Difficulty = 1
   Very Difficult = 0
10. References: 2 references present with phone no. = 1.....(1)_____
11. Personal: .....(2)_____
    Excellent = 2; Good = 1; Fair = 0
12. Contact: Information Present = 1.....(1)_____
13. Resume .....(7)_____
    Well organized = 2
    Complete = 1
    Neat = 1
    Content = 3
14. Follows Directions.....(3)_____

Comments:

American Speech-Language-Hearing Association
10801 Rockville Pike • Rockville, Maryland 20852 • (301) 897-5700 (Voice or TTY)

Dear

It is with a great deal of pleasure that I formally notify you of your selection as a Trainer for the PDQ Project! The PDQ Project Staff looks forward to working with you on our goal to bring management skill information to professionals working in school settings.

There are several information items that we would like to share with you regarding the PDQ Project and the role you will have in relation to the Project's goals and objectives. A collection of materials is enclosed for your review and use; some of the information is critical with regard to time and must be used immediately. Other items are for your general use; it is hoped that you will find them helpful during the time of your involvement with PDQ. Among the items that you will find in your "Trainer Packet" are the following:

- PDQ Fact Sheet
- Travel Policies of the American Speech-Language-Hearing Association
- Travel Voucher
- List of PDQ Workshop Trainers and their addresses
- List of PDQ Workshops
- Teleconference Procedures
- Teleconference Agenda
- List of State Assignments, and
- Trainer Agreement.

It is important that you read through ALL items carefully as soon as possible in order to complete the requests for information that pertain to many of them. However, you need to do the following IMMEDIATELY:

- Read through the Travel Policies and make your August 6 air reservations for the Trainer's Workshop (August 7-9) as soon as possible, following the directions described in the "Conference Air Services" section.

- Study the teleconference procedures for the Audio Teleconference scheduled for July 19 from 1:00 p.m. to 2:00 p.m. EDT; make special note that as soon as possible, we need to know the telephone number that you will be using during the teleconference.

- Prepare for the teleconference by reading through the enclosed information in all areas; if you have any questions on this information, feel free to ask them during the teleconference.

- Note the states that have been assigned to you as your Workshop(s); please notify the Project Staff immediately (301-897-5700) if you are unable to travel to the states assigned to you.

You will soon receive copies of three systems manuals. They are:

PDME: Essentials of Program Planning, Development, Management, and Evaluation
CSRS: Child Services Review System
CASE: Comprehensive Assessment and Service Evaluation.

Please review these materials. They are mentioned frequently during the course of the PDQ Workshop and it is imperative that you are familiar with their contents. There will be a limited amount of time for discussion of these systems during the Trainer's Workshop; unfortunately, there will not be time for detailed training on any one of the systems.

A fourth set of materials is planned for use in the PDQ Workshop if publication occurs in time. At this writing, it appears doubtful that this will occur. The publication is to be titled Caseload Issues in the Schools and its contents will describe several areas of concern related to caseload, particularly in the areas of entry/exit criteria, assessment, gaining administrative support, and a model for caseload decison making. We'll keep you posted in its status.

In addition, you will soon receive a copy of your room confirmation at the Bethesda Marriott Hotel. You are asked to arrive on the evening of August 6; if you are unable to arrive at the hotel at that time, please notify the Project Staff. This information of course would not apply to those of you who are not staying at the hotel. We ask only that you plan to arrive at the National Office for the beginning Workshop activities on August 7 between 8:00 and 8:30 a.m. If you are driving or are taking a taxi to the National Office, be sure to show your mileage or cab fare on your Travel Voucher.

Please feel free to contact the Project Staff immediately if you have any questions relating to the Audio Teleconference or your travel to the Trainer's Workshop.

Again, congratulations on your selection as a PDQ Trainer! We are delighted to have such a fine team of professionals involved with the PDQ Project. We look forward to working with you as we bring management skill information to professionals working with communicatively impaired students in school settings.

Cordially,

Sandra R. Wright
PDQ Project Director

## TRAINER'S WORKSHOP AGENDA

| DAY | SUBJECT | WHO | TIME |
|---|---|---|---|
| August 7 | Opening | Gelatt | 9:00 |
| | PDQ Workshop | Wright | 9:05 - 4:30 |
| | Workshop Discussion | Wright | 4:30 - 5:00 |
| August 8 | Opening Instructions | Wright | 9:00 |
| | Introduction "Management Processes" | Dellegrotto Reeves | 9:15 |
| | Group Processes | Flannigan | 9:35 |
| | Problem Determination | Taylor | 9:55 |
| | Break | All | 10:15 |
| | Need Development | Farnum | 10:30 |
| | Solution Identification | Coe | 10:50 |
| | Goals | Harding | 11:05 |
| | Objectives | Casey | 11:20 |
| | Activity/Evaluation | Brusniak | 11:35 |
| | Sys. App: CASE/Caseload | Gantwerk | 11:50 |
| | Lunch | All | 12:05 |
| | Sys. App: CSRS/PDME | Sloan | 1:05 |
| | Summary/Conclusion | Peters | 1:25 |
| | Workshop Closing and Discussion | Wright | 1:45 |
| | Break | All | 2:35 |
| | ASHA Issues Update | Stan Dublinske Jim Lingwall | 2:50 |
| | Closing for Day 2 | Wright | 3:50 - 4:00 |
| August 9 | CASE | Trudy Snope | 8:30 |
| | PDME | Stan Dublinske | 9:30 |
| | Break | All | 10:30 |
| | CSRS | Bill Dopheide | 10:45 |
| | Caseload | Jim Lingwall | 11:45 |
| | Lunch | All | 12:15 |
| | General Workshop Business<br>o Facilitator Role<br>o Host/Hostess Role<br>o Registration (Door)<br>o Pre-Posttests<br>o Workshop Evaluation<br>o Mailing to PDQ | Wright | 1:15 |
| | "Things You Need To Know" Panel | Fran Johnston<br>Mary Williams<br>Trudy Snope | 1:45 |
| | Closing Remarks | Wright | 2:45 - 2:50 |

APPENDIX B

Marketing the Workshops

MARKETING OF PDQ WORKSHOPS

- Brochures and registration information were mailed to all ASHA members for whom working in the schools is a primary or secondary employment activity - including primary service providers, supervisors, and program directors. Mailings also included:

  * University supervisors of speech-language-hearing practica in the schools, and

  * Supervisor and administrator members of Council of Exceptional Children (i.e., special education directors and supervisors).

- Information was provided to the following ASHA committees and councils:
  Council of Language, Speech, and Hearing Consultants in State Education Agencies, Committee for Language-Speech-Hearing Services in the Schools (LSHSS), Council of Supervisors and Administrators of LSHSS, Council of University Practica Supervisors, Public School Caucus, and attendees at ASHA Convention in 1983 and 1984.

- Articles/Items were published in:

  - Asha journal
  - School Update
  - "Action Line" items in LSHSS journal
  - Public School Caucus Newsletter
  - Syndactics Newsletter
  - NASDSE Newsletter
  - State Association Newsletters
  - CASE Newsletter
  - Special Net Announcements
  - Handouts at Program Directors Conference
  - Information available at ASHA Regional Conference
  - Logo on wrapper of LSHSS journal
  - Caseload Teleconference packets
  - 1985 ASHA Workshop brochures
  - NASDSE Convention

- o Workshop dates were changed for Louisiana, West Virginia, and Mississippi in order to coincide with state activities.

APPENDIX C

Workshop Schedule, Assignment of Trainers

PDQ WORKSHOP SCHEDULE
1984-1985 School Year

**ALABAMA** Montgomery
The Madison Hotel
120 Madison Avenue
(205) 264-2231
October 13, 1984

**ALASKA** Anchorage
Sheraton Anchorage
401 East 6th Avenue
(907) 276-8700
(800) 325-3535
October 12, 1984

**ARIZONA** Phoenix
Ramada Airport Resort
3801 East Van Buren
(602) 275-7878
(800) 228-2828
February 8, 1985

**ARKANSAS** Little Rock
Excelsior Hotel
Three Statehouse Plaza
(501) 375-5000
March 29, 1985

**CALIFORNIA** Monterey
Hilton Inn Resort
1000 Aguajito Road
(408) 373-6141
September 28, 1984

**CALIFORNIA** Los Angeles
The Pasadena Hilton
at Grosvenor Plaza
150 South Los Robles
Avenue
(213) 577-1000
October 12, 1984

**COLORADO** Denver
Denver Marriott Hotel-
Southeast
I-25 at Hamden Avenue
(303) 758-7000
February 8, 1985

**CONNECTICUT** New Haven
The Park Plaza
155 Temple Street
(203) 772-1700
September 28, 1984

**DELAWARE, MARYLAND**
Baltimore
The Baltimore Hilton Inn
1726 Reisterstown Rd.
(301) 653-1100
March 1, 1985

**FLORIDA** Orlando
Holiday Inn-
International
6515 International Dr.
(305) 351-3500
March 15, 1985

**GEORGIA** Atlanta
Atlanta Marriott Hotel
at Interstate North
200 Interstate North
Parkway
(404) 953-7900
February 8, 1985

**HAWAII** Honolulu
Sheraton Waikiki Hotel
2255 Kalakaua Avenue
(808) 922-4422
March 29, 1985

**IDAHO** Boise
Red Lion Motor Inn-
Riverside
29th & Chinden
(208) 343-1871
October 5, 1984

**ILLINOIS** Chicago
Holiday Inn Chicago-
Southwest
I-294 at Cicero Ave.
5000 West 127th Street
(312) 371-7300
November 2, 1984

**INDIANA** Indianapolis
Adam's Mark Indianapolis
2544 Executive Drive
(317) 248-2481
October 19, 1984

**IOWA** Cedar Rapids
Stouffer's Five Seasons
Hotel
350 First Avenue, N.E.
(319) 363-8161
February 8, 1985

**KANSAS** Topeka
Ramada Inn & Tower
420 East Sixth Street
(913) 233-8981
February 8, 1985

**KENTUCKY** Louisville
Sheraton Inn East
I-64 at Hurstbourne Lane
(502) 426-4500
September 21, 1984

**LOUISIANA** Baton Rouge
Sheraton Baton Rouge
Hotel
I-10 at College Drive
(504) 925-2244
April 12, 1985

**MAINE, NEW HAMPSHIRE**
Portland
Sheraton Inn
363 Maine Mall Road
(207) 775-6161
October 5, 1984

**MARYLAND, DELAWARE**
Baltimore
March 1, 1985
(see Delaware)

**MASSACHUSETTS, RHODE ISLAND** Boston
Sheraton Lexington Inn
Marrett Road at Rt.128
(617) 862-8700
March 29, 1985

**MICHIGAN** Lansing
Best Western Midway
Motor Lodge
7711 West Saginaw
(517) 627-8471
(800) 528-1234
March 15, 1985

**MINNESOTA** St. Paul
Holiday Inn St. Paul-
North
2540 N. Cleveland Ave.
(612) 636-4567
March 22, 1985

**MISSISSIPPI** Jackson
Holiday Inn-North
U.S. 55 N. Frontage Rd.
(601) 366-9411
October 20, 1984

**MISSOURI** St. Louis
Breckenridge Inn at
Frontenac
1335 S. Lindbergh Blvd.
(314) 993-1100
October 26, 1984

**MONTANA** Helena
Best Western Colonial Inn
2301 Colonial Drive
(406) 443-2100
March 9, 1985

**NEBRASKA** Grand Island
Holiday Inn I-80
Hwys 281 and I-80
(308) 384-7770
March 9, 1985

NEVADA Reno
Reno Hilton
235 North Sierra
(702) 322-1111
February 15, 1985

NEW HAMPSHIRE, MAINE
Portland
October 5, 1984
(see Maine)

NEW JERSEY New Brunswick
Hyatt Regency
Two Albany Street
(201) 873-1234
March 29, 1985

NEW MEXICO Albuquerque
The Classic
6815 Menaul Blvd. N.E.
(505) 881-0000
October 26, 1984

NEW YORK Syracuse
Syracuse Marriott Inn
6302 Carrier Parkway
(315) 432-0200
March 16, 1985

NEW YORK New York City
Omni Park Central
870 Seventh Avenue at
56th Street
(212) 484-3318
October 20, 1984

NORTH CAROLINA Raleigh
Holiday Inn North
2815 North Boulevard
(919) 872-7666
October 26, 1984

NORTH DAKOTA Bismarck
Sheraton Bismarck
Galleria
Sixth and Broadway
(701) 255-6000
October 13, 1984

OHIO Columbus
Holiday Inn-Columbus
Airport
750 Stelzer Road
(614) 237-6360
September 21, 1984

OKLAHOMA Oklahoma City
Hilton Inn-Northwest
2945 N.W. Expressway
(405) 848-4811
(800) 482-2705
February 15, 1985

OREGON Portland
Greenwood Inn
10700 S.W. Allen Blvd.
(503) 643-7444
March 1, 1985

PENNSYLVANIA Harrisburg
Sheraton Inn-East
800 E. Park Drive
(717) 561-2800
October 5, 1984

RHODE ISLAND, MASSACHUSETTS Boston
March 29, 1985
(see Massachusetts)

SOUTH CAROLINA Columbia
The Town House
1615 Gervais Street
(803) 771-8711
March 1, 1985

SOUTH DAKOTA Rapid City
Rapid City Hilton Inn
445 Mt. Rushmore Road
(605) 348-8300
October 5, 1984

TENNESSEE Nashville
Maxwell House
2025 Metro Center Blvd.
(615) 259-4343
October 12, 1984

TEXAS Dallas
North Park Inn
9300 North Central Expwy
(214) 363-2431
November 2, 1984

TEXAS San Antonio
La Mansion del Rio
112 College Street
(512) 225-2581
February 15, 1985

UTAH Salt Lake City
Salt Lake Sheraton Hotel
and Towers
255 South West Temple
(801) 328-2000
March 22, 1985

VERMONT Montpelier
The Montpelier Tavern Inn
100 State Street
(802) 223-6136
November 2, 1984

VIRGINIA Richmond
Holiday Inn Richmond
6531 West Broad Street
(804) 285-9951
November 2, 1984

WASHINGTON Spokane
Davenport Hotel
West 807 Sprague Avenue
(509) 624-2121
April 12, 1985

WEST VIRGINIA Charleston
Ramada Inn S. Charleston
Second Ave. & B Street
(304) 744-4641
April 12, 1985

WISCONSIN Madison
Sheraton Inn & Conference
Center
706 John Nolen Drive
(608) 251-2300
March 8, 1985

WYOMING Casper
Casper Hilton Inn
I-25 and Rancho Road
(307) 266-6000
April 12, 1985

## STATE ASSIGNMENTS

| TRAINER | WORKSHOP 1 | WORKSHOP 2 | WORKSHOP3 | WORKSHOP 4 |
|---|---|---|---|---|
| Rosario Bresniake | 11/2/84 Dallas, Texas | | | |
| Suzanne Casey | 9/21/84 Ohio | 10/12/84 Tennessee | 2/8//85 Colorado | 3/9/85 Nebraska |
| Carolyn Coe | 9/28/84 Monterey,Ca. | 10/12/84 Alaska | 3/29/85 Hawaii | 4/12/85 Washington |
| John Dellegrotto* | 3/1/85 Maryland | | | |
| William Dopheide | 10/12/84 Los Angeles, California | 11/2/84 Vermont | 2/8/85 Arizona | 3/16/85 Syracuse, New York |
| Art Farnum | 10/5/84 Maine | 10/13/84 North Dakota | 2/15/85 San Antonio, Texas | 3/9/85 Montana |
| William Flannigan | 9/21/84 Kentucky | 10/5/84 Idaho | 2/15/85 Nevada | 3/22/85 Utah |
| Barbara Gantwerk | 9/28/84 Connecticutt | 10/20/84 New York City, N.Y. | 2/8/85 Iowa | 3/29/85 New Jersey |
| Marcia Harding | 10/5/84 Pennsylvania | 10/26/84 Missouri | 2/15/85 Oklahoma | 4/12/85 Louisiana |
| Lois McDermott | 10/19/84 Indiana | 11/2/84 Illinois | 3/1/85 Oregon | 3/22/85 Minnesota |
| Cassandra Peters | 11/2/84 Virginia | 3/15/85 Michigan | 3/29/85 Arkansas | 4/12/85 West Virginia |
| Rebecca Reeves | 10/13/84 Alabama | 10/20/84 Mississippi | 2/8/85 Georgia | 3/15/85 Florida |
| John Sloan | 10/26/84 North Carolina | 3/1/85 South Carolina | 3/8/85 Wisconsin | 3/29/85 Massachusetts |
| Marilyn Taylor | 10/5/84 South Dakota | 10/26/84 New Mexico | 2/8/85 Kansas | 4/12/85 Wyoming |

*PDQ Workshop Alternate

APPENDIX D

Evaluation

## PDQ MANUAL EVALUATION

Please complete this evaluation of the PDO Manual and return it in the enclosed grey envelope to the Project Office as soon as possible:

PDQ Project Director
ASHA
10801 Rockville Pike
Rockville, MD 20852

Your Name _____
(Optional)

PDQ Workshop Location _____
(City) (State) (Date of Workshop)

Please check the column that best describes how you would rate the Manual in the following areas:

| 1. Format and Organization | Poor | Average | Good |
|---|---|---|---|
| A. Arrangement of contents | ___ | _____ | ___ |
| B. Design of binder | ___ | _____ | ___ |
| C. Size of Manual | ___ | _____ | ___ |
| D. Organization of content | ___ | _____ | ___ |
| E. Usefulness of Table of Contents | ___ | _____ | ___ |
| F. Usefulness of Appendices | ___ | _____ | ___ |

G. Comments: _____

_____

_____

| 2. Scope of Content | Poor | Average | Good |
|---|---|---|---|
| A. Case Study | ___ | _____ | ___ |
| B. Introduction | ___ | _____ | ___ |
| C. CASE | ___ | _____ | ___ |
| D. PDME | ___ | _____ | ___ |
| E. CSRS | ___ | _____ | ___ |
| F. School Caseload Issues | ___ | _____ | ___ |
| G. Interrelationships of the systems | ___ | _____ | ___ |
| H. Appendices | ___ | _____ | ___ |

I. Comments: _____

_____

_____

| 3. Clarity of Information | Poor | Average | Good |
|---|---|---|---|
| A. Case Study | ___ | _____ | ____ |
| B. Introduction/Overview | ___ | _____ | ____ |
| C. The process of the three management systems (CASE, PDME, CSRS) | ___ | _____ | ____ |
| D. Caseload Issues | ___ | _____ | ____ |
| E. Interrelationship of systems | ___ | _____ | ____ |
| F. Use of worksheets | ___ | _____ | ____ |
| G. Appendices | ___ | _____ | ____ |

H. Comments: _____

_____

_____

| 4. Appropriateness of Manual for the Following: | Poor | Average | Good |
|---|---|---|---|
| A. Accessability of information | ___ | _____ | ____ |
| B. As an extension of information from workshop | ___ | _____ | ____ |
| C. Scope and amount of information | ___ | _____ | ____ |
| D. Value independent of workshop | ___ | _____ | ____ |

E. Comments: _____

_____

_____

5. General Comments

A. What did you like best about the PDQ Manual?

_____

_____

_____

B. What did you like least about the PDQ Manual?

_____

_____

_____

C. What suggestions do you have for improving the PDQ Manual? Be as specific as you can.

_____

_____

_____

## WORKSHOP EVALUATION FORM
## TRAINER/FACILITATOR

Workshop:_____ Name:_____ Date:_____

Now that the PDQ Workshop is over, please complete the Evaluation Form so that we may improve in our efforts to present the best PDQ Workshop possible!

| | | Poor | Average | Excellent |
|---|---|---|---|---|
| I. | Workshop Arrangements | | | |
| | A. Workshop Room | ___ | ___ | ___ |
| | B. Morning Break | ___ | ___ | ___ |
| | C. Lunch | ___ | ___ | ___ |
| | D. Afternoon Break | ___ | ___ | ___ |
| | E. Comments:_____ | | | |
| | _____ | | | |
| II. | Instructions (I.e., Did you know what to do?) | | | |
| | A. Before the Workshop | ___ | ___ | ___ |
| | B. During the Workshop | ___ | ___ | ___ |
| | C. After the Workshop | ___ | ___ | ___ |
| | D. Comments:_____ | | | |
| | _____ | | | |
| III. | Workshop | | | |
| | A. Length | ___ | ___ | ___ |
| | B. Content | ___ | ___ | ___ |
| | C. Audience Participation | ___ | ___ | ___ |
| | D. Workshop Packet | ___ | ___ | ___ |
| | E. Case Study | ___ | ___ | ___ |
| | F. Transparencies | ___ | ___ | ___ |
| | G. Other:_____ | ___ | ___ | ___ |
| | H. Comments:_____ | | | |
| | _____ | | | |
| IV. | Hotel | | | |
| | A. Cooperation | ___ | ___ | ___ |
| | B. Appearance | ___ | ___ | ___ |
| | C. Food | ___ | ___ | ___ |
| | D. Equipment | ___ | ___ | ___ |
| | E. Other:_____ | ___ | ___ | ___ |
| | F. Comments:_____ | | | |
| | _____ | | | |

V. Please add comments that will help the PDQ Project staff assess the Workshop strengths and weaknesses in any of the above or additional areas. Thank you for your help.

PDQ WORKSHOP EVALUATION

WORKSHOP LOCATION:_____ DATE:_____

PART I: WORKSHOP OBJECTIVES
Check the column in which your skill development in the target area is best described.

| The participant will be able to: | Cannot Do 0 | Can Do Partially 1 | Can Do Completely 2 |
|---|---|---|---|
| 1. Define the word "manager." | _____ | _____ | _____ |
| 2. Identify himself/herself as a manager | _____ | _____ | _____ |
| 3. Identify six steps in the management process model. | _____ | _____ | _____ |
| 4. Explain the importance of data collection to program management. | _____ | _____ | _____ |
| 5. Describe the procedures used for the Nominal Group Process. | _____ | _____ | _____ |
| 6. Generally describe when you would use the PDME program. | _____ | _____ | _____ |
| 7. Generally describe when you would use the CSRS program. | _____ | _____ | _____ |
| 8. Generally describe when you would use the CASE system. | _____ | _____ | _____ |
| 9. Describe the general contents of Caseload Issues in Schools. | _____ | _____ | _____ |
| 10. Describe the triangular interrelationship of the PDME, CSRS, CASE, and Caseload Issues in Schools. | _____ | _____ | _____ |

| PART II: THE TRAINER | YES | NO |
|---|---|---|
| 1. The Trainer appeared to be knowledgeable in the subject area. | _____ | _____ |
| 2. The Trainer responded appropriately to questions from the audience. | _____ | _____ |
| 3. The Trainer helped to make the topic interesting. | _____ | _____ |
| 4. The Trainer was well-organized. | _____ | _____ |

5. Comments about the Trainer: _____

_____

_____

_____

| PART III: THE WORKSHOP | YES | NO |
|---|---|---|
| 1. The arrangement of the workshop was effective in the following areas: | | |
| a. Meeting space | _____ | _____ |
| b. Materials provided | _____ | _____ |
| c. Breaks/Lunch | _____ | _____ |
| 2. The case study method of learning was effective in providing a vehicle for experiencing components of the management process and parts of several resource programs. | _____ | _____ |
| 3. The amount of time allowed for group interaction was appropriate. | _____ | _____ |
| 4. The PDQ Workshop will help me in my work in a school setting. | _____ | _____ |

5. Comments: _____

_____

_____

PART IV: GENERAL COMMENTS

1. Describe features of the PDQ Workshop that you found to be most helpful.

2. Describe components of the PDQ Workshop that you would change. Please indicate why you would make the change and, if appropriate, provide suggestions as to what the change should be.

3. Additional Comments:

Given to State Consultants

STATE_____

PDQ STATE SURVEY FORM - November 1983

1. What suggestions do you have for implementation of the PDQ Project? Please include, if appropriate, your ideas on the following:

   A. Who would best benefit from PDQ Workshop participation?

   B. How can we best reach the professionals you identified above?

   C. What Workshop site(s) do you suggest?

   D. How can we best approach the "release time" problem?

   E. Other

2. What program strengths do you feel should be emphasized?

   A. PIME

   B. CASE

   C. CSRS

   D. Caseload Accountability

   E. Other quality planning/evaluation programs you feel would be helpful

3. Do you know of professionals who are experienced with any of the programs above who would impact positively as a PDQ Trainer? Please list name(s) below:

| Name | State | Agency/School District |
|---|---|---|
| | | |

4. What problems do you see in implementing this project in your state, i.e., constraint versus resource issues, etc.?

5. Other suggestions or areas of concern (please use the back of this sheet if more space is needed).

P.D.Q. FALL WORKSHOPS - 1984 - TESTS & EVALUATIONS

| STATE | DATE | NO. OF TEST PARTIC. | % PRETEST | % POSTTEST | # PRE | # POST | # EVAL |
|---|---|---|---|---|---|---|---|
| KY | 9/21/84 | 18 | 46% | 75% | 17 | 18 | 18 |
| OH | 9/21/84 | 13 | 48% | 74% | 13 | 12 | 13 |
| CA, MONTEREY | 9/28/84 | 14 | 63% | 91% | 12 | 14 | 14 |
| CT | 9/28/84 | 27 | 54% | 70% | 22 | 23 | 27 |
| ID | 10/5/84 | 19 | 49% | 82% | 19 | 18 | 19 |
| ME | 10/5/84 | 9 | 56% | 71% | 9 | 7 | 8 |
| SD | 10/5/84 | 13 | 47% | 83% | 13 | 12 | 12 |
| PA | 10/5/84 | 19 | 48% | 85% | 19 | 14 | 18 |
| TN | 10/12/84 | 18 | 52% | 79% | 15 | 16 | 18 |
| CA, PASADENA | 10/12/84 | 19 | 76% | 79% | 2 | 6 | 19 |
| ND | 10/13/84 | | | | | | |
| AL | 10/13/84 | 34 | 55% | 77% | 34 | 32 | 32 |
| IN | 10/19/84 | 11 | 51% | 78% | 11 | 10 | 11 |
| NY | 10/20/84 | | | | | | |
| NC, RALEIGH | 10/26/84 | 12 | 66% | 75% | 9 | 12 | 12 |
| NM | 10/26/84 | 16 | 54% | 83% | 16 | 13 | 13 |
| MO | 10/27/84 | 15 | 49% | 80% | 15 | 15 | 15 |
| VT | 11/2/84 | 10 | 50% | 82% | 10 | 10 | 10 |
| VA | 11/2/84 | 15 | 48% | 68% | 15 | 14 | 14 |
| TX | 11/2/84 | 12 | 51% | 72% | 12 | 12 | 12 |
| IL | 11/2/84 | 22 | 54% | 74% | 22 | 21 | 22 |

## P.D.Q. SPRING WORKSHOPS - 1985 - TESTS & EVALUATIONS

| STATE | DATE | NO. OF TEST PARTIC. | % PRETEST | % POSTTEST | # PRE | # POST | # EVAL |
|---|---|---|---|---|---|---|---|
| AZ | 2/8/85 | 27 | 42% | 69% | 27 | 23 | 20 |
| CO | 2/8/85 | 28 | 54% | 71% | 25 | 25 | 28 |
| GA | 2/8/85 | 21 | 53% | 83% | 21 | 19 | 19 |
| KS | 2/8/85 | 50 | 55% | 81% | 50 | 41 | 35 |
| NV | 2/15/85 | 19 | 49% | 76% | 19 | 14 | 14 |
| TX, S.ANTONIO | 2/15/85 | 33 | 46% | 75% | 33 | 32 | 31 |
| OK | 2/15/85 | 39 | 53% | 66% | 34 | 37 | 39 |
| SC | 3/1/85 | 55 | 50% | 73% | 55 | 43 | 43 |
| OR | 3/1/85 | 33 | 54% | 76% | 33 | 28 | 28 |
| MD/DE | 3/1/85 | 31 | 56% | 72% | 30 | 30 | 31 |
| MT | 3/8/85 | 26 | 52% | 76% | 25 | 26 | 26 |
| NE | 3/8/85 | 14 | 50% | 77% | 14 | 14 | 14 |
| WI | 3/8/85 | 35 | 58% | 78% | 29 | 33 | 35 |
| MI | 3/8/85 | 49 | 57% | 75% | 49 | 43 | 39 |
| FL | 3/15/85 | 22 | 47% | 75% | 22 | 19 | 20 |
| NY, SYRACUSE | 3/16/85 | 27 | 57% | 76% | 25 | 27 | 24 |
| UT | 3/22/85 | 43 | 52% | 85% | 43 | 37 | 37 |
| MA | 3/29/85 | 60 | 48% | 72% | 60 | 56 | 55 |
| HI | 3/29/85 | 21 | 52% | 85% | 18 | 16 | 21 |
| MN | 3/22/85 | 33 | 56% | 82% | 33 | 29 | 30 |
| AR | 3/29/85 | 86 | 49% | 71% | 86 | 54 | 50 |
| NJ | 3/29/85 | 37 | 52% | 72% | 37 | 25 | 33 |

P.D.Q. SPRING WORKSHOPS - 1985 - TESTS & EVALUATIONS

| STATE | DATE | NO. OF TEST PARTIC. | % PRETEST | % POSTTEST | # PRE | # POST | # EVAL |
|---|---|---|---|---|---|---|---|
| WY | 4/12/85 | 27 | 54% | 88% | 27 | 25 | 18 |
| WA | 4/1285 | 49 | 51% | 74% | 49 | 42 | 42 |
| WV | 4/19/85 | 26 | 54% | 76% | 26 | 24 | 24 |
| LA | 4/19/85 | 9 | 61% | 77% | 9 | 9 | 9 |
| MS | 4/20/85 | 17 | 50% | 79% | 17 | 13 | 13 |
| | | | | | | | |
| | | | | | | | |

APPENDIX E

Dissemination

## ASHA Receives Grant Award to do PDQ Workshops

With the support of grant funds provided by the U.S. Department of Education, the Association is undertaking a new project for ASHA members employed in the schools. The proposal "PDQ: Professional Workshops for Special Education Personnel in the Planning and Development of Quality Services" was developed by a team consisting of Billie Ackerman, Charles Diggs, Stan Dublinske, and Trudy Snope.

The purpose of the project is to improve the quality of services to the communicatively handicapped by providing professionals with improved management skills to plan, implement, deliver, and evaluate service delivery.

A series of workshops will familiarize professionals with the following systems: Planning, Development, Management, Evaluaton (PDME); Comprehensive Assessment and Service Evaluation (CASE); Child Services Review System (CSRS); and Caseload Accountability.

The primary audience for the PDQ Workshops will be speech-language pathologists and audiologists in the schools; state education agency consultants in language, speech, and hearing; and state directors and other providers of special education.

**Workshop Plans:**

- A special prototype workshop will be given during the 1983 ASHA Convention in Cincinnati for approximately 25 state speech, language and hearing consultants.
- Trainers workshops will be given to 12 persons who are either state consultants or LEA language, speech, and hearing supervisors. This group will receive training to use workshop materials.
- State workshops will be given for approximately 5,000 LEA speech-language pathologists and audiologists; language, speech and hearing supervisors; and LEA directors of special education. They will receive direct training on the use of the systems described above.
- Teleconferences will be conducted for participants following the state level workshops to ensure adequate support to implement procedures learned, and to provide specific technical assistance on implementation of the management tools.
- Fifty state special education directors will receive: (1) information on the components of a comprehensive quality program for language, speech, and hearing and, (2) procedures for collecting and interpreting program and student data necessary to establish state policies that will facilitate providing quality programs and services.

The grant is directed by Sandra Wright and administered by James Gelatt of the National Offices' Division of Sponsored Progams. Write directly to Sandra Wright, PDQ Project Director, at the ASHA address, on specific quesions you may have.

# Action School Services

*Stan Dubinske*

## ASHA Awarded Training Grant for Schools

The Department of Education, Special Education Programs, has awarded ASHA a 22-month grant to conduct a series of 50 workshops on planning and developing quality services in the schools. The 1-day workshops to be conducted in each state will bring together procedures developed as part of previous ASHA projects related to the schools. These include *Planning, Development, Management, and Evaluation* (PDME); *Comprehensive Assessment and Services Evaluation* (CASE); *Child Services Review System* (CSRS); *Caseload Accountability: How to Make Better Decisions.* Twelve trainers will be selected to conduct the workshops during the 1983-84 school year.

# ASHA Starts 3 Grant Projects

With the support of grant funds, the Association is undertaking three new projects in the areas of computer technology, quality service delivery in the schools, and the older American with communication disorders.

Each of the projects is a result of proposals submitted to federal granting agencies. The first to be undertaken is entitled, "Leadership Training in Computer Technology" and is the result of a proposal developed by James P. Gelatt, Jerry Punch, Evelyn Cherow, David Fein, and Steven White. A principal activity under the grant will be the development of a prototype workshop on the uses of the microcomputer, to be conducted in a university setting with faculty from special education and speech-language pathology and audiology.

For ASHA members in the schools, the Association will be conducting "Professional Workshops for Special Education Personnel in the Planning and Development of Quality Services" (known as PDQ workshops). The purpose of these workshops is to improve the quality of services to the communicatively handicapped by providing professionals with improved management skills to plan, implement, deliver, and evaluate service delivery. The primary audiences for the PDQ workshops will be speech-language pathologists and audiologists in the schools, state education agency consultants in language, speech and hearing, and state directors and other providers of special education. The project is a result of a proposal developed by Billie Ackerman, Stan Dublinske, Trudy Snope, and Charles Diggs.

In the area of aging, the Association has been awarded a 17-month grant to provide "Gerontological Training in Speech-Language Pathology and Audiology." The project staff will be developing materials as well as face-to-face workshops for ASHA members and others, to enhance the quality of the service system for older persons through improved training. The project proposal was developed by Charles Diggs and Peggy Williams.

All of the grants will be administered out of the National Office's Division of Sponsored Programs, which is headed by James Gelatt.

Funding for the three grant projects is being provided by the Department of Education and the Administration on Aging.

# DO YOU

Work in SCHOOLS?

Want to be a better PROBLEM SOLVER?

Want to more EFFECTIVELY MANAGE your job?

If so . . .

Consider attending a

**pdq WORKSHOP**

*Planning and Development of Quality Services in Schools

- 28 One-Day Workshops Across the United States
- Workshops scheduled from February-April, 1985
- $30 Registration Fee (including Lunch and Workshop Materials)
- .7 Continuing Education Units
- Sponsored by ASHA

For more information, mail this coupon to PDQ Project, National Office or call (301) 897-5700.

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# Syndactics Sampler

1984

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MARCH, 1984

## *ASHA SPONSORING 50 WORKSHOPS*

**Management is the theme of ASHA-sponsored national workshops to help public school speech-language pathologists improve accountability and quality-planning skills. For more information, write to: Sandra Wright, PDQ Project Director, American Speech-Language-Hearing Association, 10801 Rockville Pike, Rockville, MD 20852.**

ASHA FEBRUARY, 1984

PDQ Call for Trainer Applicants

April 10 is the deadline for receipt of applications from those interested in becoming trainers in the PDQ Project (Planning and Development of Quality Services in the Schools). The project will focus on developing quality management skills for school special education professionals, including speech-language pathologists and audiologists. Trainers will participate in a three-day workshop in August and train up to 100 participants in one-day workshops. For further information, contact Sandra Raymore Wright, Project Director, at the National Office.

# Schools Project: Call For Trainers

As part of a project titled "PDQ Professional Workshops for Special Education Personnel in the Planning and Development of Quality Services," ASHA will be conducting a series of state workshops during the 1984-1985 school year for school personnel. The project is partially funded by a grant from the U.S. Department of Education.

Speech-language pathologists and audiologists providing direct service, supervisors, and program administrators routinely must respond to accountability concerns mandated by PL 94-142. As a result, it is important that speech-language pathologists and audiologists have information on planning, managing, evaluating, administering, and supervising comprehensive speech, language and hearing programs, said Sandra Raymore Wright, project director.

However, data show that little information or skill training in program management is provided in current professional education programs, she said. In response to this need, the PDQ Project has been designed to provide professionals in special education with information and skills necessary to improve student, caseload, and program management and to improve the quality of services provided to the communicatively handicapped, she said.

The workshops will benefit speech-language pathologists and audiologists in school settings, other special educators, supervisors, coordinators or directors of local special education programs, state program directors, and state consultants. Included in each one-day workshop will be information derived from four programs: Essentials of Program Planning, Development, Management and Evaluation (PDME); Child Services Review System (CSRS); Comprehensive Assessment and Service Evaluation (CASE); and Caseload Accountability Seminar: How to Make Better Decisions.

As part of the PDQ Project, ASHA will select and train 12 trainers to provide state workshops that will be accessible to all special education professionals in the schools during the 1984-1985 school year. The Project also will provide follow-up teleconferences for workshop participants.

Applicants for the 12 Trainer positions are being sought. Criteria to be used in the selection of trainers includes: experience as a speaker and trainer, knowledge and experience with the four featured systems, current involvement with a school special education setting, freedom from restriction to take time away for one's regular work settings, lack of time constraints to conduct more than one workshop, and freedom to travel outside the home state.

Interested applicants should write for an application form to Wright at the National Office. All applications must be received by April 10.

# 14 Named Trainers For PDQ Workshops

Fourteen speech-language-hearing professionals have been selected as trainers for 50 PDQ Workshops on the management processes in school settings to be held during the 1984-85 school year. They were chosen on the basis of current involvement with schools, training experience and skills, and knowledge of management processes. They are Suzanne Casey, Illinois; Carolyn Coe, Alaska; William Dopheide, Maine; Art Farnum, Vermont; William Flannigan, Kansas; Barbara Gantwerk, New Jersey; Marcia Harding, Arkansas; Lois McDermott, Minnesota; Cassandra Peters, Maryland; Rebecca Reeves, Georgia; John Sloan, Maryland; and Marilyn Taylor, Kansas. Rosario Brusniak, Texas, and John Dellogrotto, Pennsylvania, were selected as alternate trainers.

For registration forms and additional information, contact the PDQ Project at the National Office. Places and dates are:

Montgomery, AL, October 13, 1984; Anchorage, AK, October 12, 1984; Phoenix, AZ, February 8, 1985; Little Rock, AR, March 29, 1985; Monterey, CA, September 28, 1984; Los Angeles, CA, October 12, 1984; Denver, CO, February 8, 1985; New Haven, CT, September 28, 1984; Baltimore, MD, March 1, 1985, for Delaware and Maryland; Orlando, FL, March 15, 1985; Atlanta, GA, February 8, 1985; Honolulu, HI, March 29, 1985; Boise, ID, October 5, 1984; Chicago, IL, November 2, 1984; Indianapolis, IN, October 19, 1984; Cedar Rapids, IA, February 8, 1985; Topeka, KS, February 8, 1985; Louisville, KY, September 21, 1984; Baton Rouge, LA, April 12, 1985; Portland, ME, October 5, 1984, for Maine and New Hampshire; Boston, MA, March 29, 1985, for Massachusetts and Rhode Island; Lansing, MI, March 15, 1985; St. Paul, MN, March 22, 1985; Jackson, MS, October 20, 1984; St. Louis, MO, October 26, 1984; Helena, MT, March 9, 1985; Grand Island, NE, March 9, 1985; Reno, NV, February 15, 1985; New Brunswick, NJ, March 29, 1985; Albuquerque, NM, October 26, 1984; Syracuse, NY, March 16, 1985; New York, NY, October 20, 1984; Raleigh, NC, October 26, 1984; Bismarck, ND, October 13, 1984; Columbus, OH, September 21, 1984; Oklahoma City, OK, February 15, 1985; Portland, OR, March 1, 1985; Harrisburg, PA, October 5, 1984; Columbia, SC, March 1, 1985; Rapid City, SD, October 5, 1984; Nashville, TN, October 12, 1984; Dallas, TX, November 2, 1984; San Antonio, TX, February 15, 1985; Salt Lake City, UT, March 22, 1985; Montpelier, VT, November 2, 1984; Richmond, VA, November 2, 1984; Spokane, WA, April 12, 1985; Charleston, WV, April 12, 1985; Madison, WI, March 8, 1985; Casper, WY, April 12, 1985.

# San Antonio Named For Regional Meet

Courtesy San Antonio Convention and Visitors Bureau

**San Antonio River Walk.**

ASHA's 1985 South Central Regional Conference will be held next July 5-8 in San Antonio, a city of nearly one million people deep in the geographical heart of Texas.

Convention sessions will be held in the San Antonio Marriott and the program chair will be Richard Schissel, of the University of Arkansas at Fayettville. ASHA's South Central region embraces the states of Missouri, Kansas, Arkansas, Oklahoma, Louisiana, Colorado, New Mexico, and Texas.

Famous as the location of the Alamo, the Texas shrine where 188 defenders fell in opposing an attack by a Mexican army in 1836, San Antonio has much to offer visitors. One of the city's several museums is across a plaza from the Alamo as is a theater where a 30-minute film showing a renactment of the battle may be seen. Downtown is a world-renowned river walk featuring scores of shops and restaurants and, like San Francisco, San Antonio has a street car.

This is a 1913 vintage, wooden, open-air trolley that makes 30-minute round trips through the city while the motorman and conductor give a guided tour for passengers.

**Speech-language-hearing professionals from Washington, DC, and the Montgomery County, Maryland, school districts took part in the first PDQ Project Workshop at the National Office on May 24, 1984.**

TITLE OF PROJECT

PDQ: Professional Workshops for Special Education Personnel in the Planning and Development of Quality Services

CONTACT: Sandra Raymore Wright
PDQ Project Director
American Speech-Language-Hearing Association
10801, Rockville Pike
Rockville, Maryland 20852

## TARGET TRAINEES/TRAINERS/PARTICIPANTS/RECIPIENTS

Special Education Professionals Working in School Settings, Specifically:
- Speech-Language Pathologists
- Audiologists
- Supervisors
- Directors
- Special Educators Who Work With Communicatively Im paired Students

## GOALS AND OBJECTIVES

Goal: To provide special education professionals working with communicatively impaired students in school settings with information that will assist them in the development or improvement of management skills that can be used in the school setting

Objectives: At the end of the PDQ Workshop, participants will be able to
- . define the word "manager"
- . identify themselves as managers
- . identify the steps in the management process model
- . describe the role of data collection in the management process model
- . describe the procedures used in the Nominal Group Process and Brainstorming
- . describe the conditions under which you would choose to use the PDME, CSRS, and CASE systems
- . generally describe the subjects addressed in the Caseload Issues in Schools manual
- . describe the relationship of the resources discussed in the PDQ Workshop

## DESCRIPTION OF SCOPE AND ACTIVITIES

The SCOPE of the PDQ Project is to improve the ability of clinicians, supervisors, and administrators to provide quality and effective program management through implementati of management techniques designed specifically for their needs. The ACTIVITIES of the PDQ Project include preparation of workshop manuals and materials, selection and training of PDQ Project Trainers, presentation of 20 Fall (1984) and 30 Spring (1985) workshops across the United States, and coordination of audio teleconferences for those participants and school districts requesting technical assistance as a follow-up to the PDQ Workshop.

## EVALUATION PLAN

Formative Evaluation: At the end of each PDQ Workshop, participants and trainers complete evaluations of the workshop as well as complete pre- and posttests. Similar evaluations are completed at the conclusion of the audio teleconferences.

Summative Evaluation: One-Two months following the PDQ Workshop, participants are asked to complete evaluations of the Workshop Manual and the application of the Management Process Model to their work settings.

## DISSEMINATION PLAN

Information related to the use of management processes in school settings by special education professionals is disseminated through workshops scheduled at 50 sites throughout the United States. Each workshop is presented in an experiential, problem-solving format; the workshop length in one-day. Participants need not be members of the American Speech-Language-Hearing Association in order to attend.

## PRODUCTS CURRENTLY AVAILABLE OR SCHEDULED TO BE AVAILABLE

Thirty workshops will be offered during the period February-April, 1985. Workshops will be offered in the following states: Arkansas, Arizona, Colorado, Delaware, Florida, Georgia, Hawaii, Iowa, Kansas, Louisiana, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Montana, Nebraska, Nevada, New Jersey, New York, Oklahoma, Oregon, South Carolina, Texas, Utah, Washington, West Virginia, Wisconsin, and Wyoming. Anyone interested in further information may contact the Project Office.

**For INFORMATION about where you might attend a PDQ WORKSHOP, contact:**

Sandra Raymore Wright, PDQ Project Director
American Speech-Language-Hearing Association
10801 Rockville Pike, Rockville, Maryland 20852
Phone: (301) 897-5700

**An ASHA Sponsored Workshop**

# PLANNING and DEVELOPMENT of QUALITY Services in the Schools

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Workshops Sponsored by the American Speech-Language-Hearing Association

# PLANNING and DEVELOPMENT of QUALITY Services in the Schools

**is:** **A one-day workshop sponsored by the American Speech-Language-Hearing Association focusing on management systems for use in school settings during the 1984-1985 school year.**

## Workshops will benefit the following school professionals:

- Speech-Language Pathologists
- Audiologists
- Special Education Program Managers
  - Coordinators
  - Supervisors
  - Directors
- School Administrators
- State Special Education Directors and Consultants

## Workshops will help you:

Respond to PL 94-142 accountability mandates

Plan, implement and evaluate quality services for individuals, total caseloads and the general program

Learn about

- PDME: Essentials of Program Planning, Development, Management and Evaluation
- CSRS: Child Services Review System
- CASE: Comprehensive Assessment and Service Evaluation
- Caseload Accountability: How To Make Better Decisions

Improve your knowledge of general management strategies

**Faculty include Trainers who are:**

Experienced with school problems and issues

Trained extensively in individual, caseload, and program management techniques

**Project offers:**

Workshops at 50 sites throughout the United States

Optional follow up audio teleconferences

**Project Staff include:**

Sandra Raymore Wright, M.A. (CCC/Speech-Language Pathology), M.A.Ed., Project Director

Nancy Albrecht, Project Manager

**is funded in part by:**

U.S. Department of Education
Special Education Programs
Division of Personnel Preparation
Project Officer, Anmarie Kallas Alleva



For more INFORMATION about the PDQ WORKSHOPS
TURN TO THE NEXT PANEL FOR CONTACT INFORMATION